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| **ENGLISH II Learning Activities 2014-2015:**  **Overall 2014 – 2015 Outline (Semesters 1 & 2)**   |  |  | | --- | --- | | 08/12 – 08/24 | Unit 1.1: Introduction to 10th Grade English: Reading & Writing Territories | | 08/25 – 09/05 | Unit 1.2: Introduction to Prose Fiction | | 10/06 – 11/16 | Unit 1.3: Identity – What Does it Mean to BE? | | 11/17 – 12/06 | Unit 1.4: Introduction to Poetry – Conventions & Genres | | 12/15 – 12/19 | Mid-Term Review + Project Presentations Week (Group) and Exam\* | | 01/05 – 02/15 | Unit 2.1: Introduction to Non-Fiction | | 02/16 – 03/29 | Unit 2.2: Stereotypes in Literature – Propaganda, Advertising & Politics | | 03/30 – 04/19 | Unit 2.3: Introduction to Theatre | | 04/20 – 05/10 | Unit 2.4: Epic Poetry | | 05/11 – 05/17 | Semester Review and Projects Workshop | | 05/18 – 05/21 | Final Project Presentations (Individual) and Exam\* |   **Detailed Calander of Unit 1.3 “Identity: What Does it Mean to BE?”**  **Week 1**   |  |  | | --- | --- | | 10/06 | Weekly Objective: *Sensory Details Unique to American Literature*   1. Essential question response (free-write) & Discussion:   “What does it mean to be an American?   1. Discussion: Responses from 10 year olds across America (Power Point) 2. “Ragged Old Flag” by Johnny Cash (Song/Audio) 3. Image presentation of American artwork representing American values, themes, and culture. (Print)    1. Critical Response Protocol of selected image (student choice) 4. Small Group Discussion and presentation of what it means to be American.   *R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.* | | 10/07 | 1. History of American Literature (Include themes and Genre Trends) 2. Intro to the Attributes of American Literature: Theme and Imagery (focus on how theme and imagery are used to create distinct identity)    1. Silent Discussion w/Essential Question Prompts   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 10/08 | 1. Author Biography: Washington Irving (Father of American Lit) 2. Power Point 3. Read Aloud: Short Story (Washington Irving “The Legend of Sleepy Hollow”)   RL 9-10.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | | 10/09 | 1. Jigsaw Independent Reading: Short Story (Washington Irving “The Legend of Sleepy Hollow”) (Smogorinsky, p. 42 -43), (Bomer, p. 9 – 10)    1. Divide the class into groups of four and assign each student in a group 1 of 4 sections of the story to read and respond to using their Critical Response Protocol sheet.    2. Whole class discussion   RL 9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grade 9 or 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | 10/10 | 1. Writing Activity:    1. Brainstorming activity (What would you like to have happened in the story? What do you really think happened to the main character?)    2. Each student will compose an alternate ending to the story (finish as homework)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 2**   |  |  | | --- | --- | | 10/13 | Weekly Objective: *Creating Mood in Narrative Essays and Poems*   * Due in class: Hand-written alternate ending (Heading = MLA format)  1. Present Alternate Endings in small groups ☺ 2. Essential Question Response (free-write): (Peter Elbow)   “What does it mean to have identity?”  “Who determines your identity; society, family, or you?”   1. (Hand-Out) Vocabulary Word List  * Students define and write sentences for each word to be turned in on Friday.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 10/14 | 1. *Read Aloud (play Audio of Author Reading) Exile* by Julia Alvarez 2. *Exile* by Julia Alvarez: (DR & TA /Modified Q&A Relationship) (Allen, p. 15)    1. *Inferences about the speaker, conflict, identity, and the imagery of swimming. (Graphic Organizer)*   *(Bomer, 94, 99)*   * + - *Envision in your “mind’s eye” what the author is describing.*     - *Describe and analyze what the uncles mean by “learning to swim.” What do you expect to happen to the speaker?*     - *What does the speaker describe as she talks about spreading her arms out like Jesus on the cross and learning to float rather than sink?*     - *Have you ever looked into the glass of a department store’s or business’ window? What did you see? Think about the way that your image was almost darker than the images of the setting behind you. How does this symbolize what the speaker is feeling near the end of the poem?*   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/15 | 1. Homework: Rough Draft Essay #1(Compose a 1 pager: 3 – 5 paragraphs)    1. Topic: If you were forced to travel to a new country and leave your whole life behind except one thing, what would you bring with you and why?    2. Heading = MLA format   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 10/16 | * Due in class: Rough Draft Essay #1  1. Exile by Julia Alvarez: Essay #1    1. Workshop: Small Group Feather Circles / Praise, Polish, Question (PQP) (Smogorinsky, p. 98)    2. Compose Final Draft for publication.    3. (Homework) Finish final draft. Bring something special with you to class that, if you were forced to move to a new country and leave your whole life behind except one thing, THIS would be what you would bring with you.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 10/17 | * Due in class: Published Essay # 1 + special item to share * Due in class: Vocabulary Definitions and Sentences  1. Book Talk: I Know Why the Caged Bird Sings by Maya Angelou 2. Students present their “special” items to the class and refer to their essays to describe what it means to them and why they would bring it 3. Vocabulary Quiz   L 9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |   **Week 3**   |  |  | | --- | --- | | 10/20 | Weekly Objective: *Author Perspective in Poetry and Other Media*   1. Essential Question response (timed free-write):   “Can you have freedom without identity?”   1. Whole class discussion of Essential Question 2. Partnership Reading: *Pawn Shop* by Sherman Alexie (Bomer, 10 – 11) 3. Silent, Small Group Discussion of the text (prompts provided in a hand-out) 4. Whole class discussion of the text 5. (Hand-Out) Vocabulary Word List    1. Students define and write sentences for each word to be turned in on Friday.   RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | 10/21 | 1. Interview with Kara Walker (Video) 2. Introduction and whole class discussion on Kara Walker’s Silhouette Art (Digital Images)    1. Critical Response Protocol – Kara Walker’s Silhouette Images 3. Students create their own Silhouette image that represents themselves.   R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate. | | 10/22 | 1. Students Finish their Silhouettes and compose 1- 2 paragraphs describing the significance of the image. (written on plain paper and pasted to the bottom of their image) – I will display their work    1. Students share in groups   L 9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | | 10/23 | 1. Author Biography: Joanne Hyppolite    1. Power Point 2. *Dyaspora* by Joanne Hyppolite    1. Students complete a Critical Response Protocol for the in text Image/Painting    2. Shared Reading of the text    3. Students listen to The Singing Nun “Dominique” and respond in writing to discussion prompt (what did you feel, reminds you of)    4. Students listen to “Centuries” by Fall Out Boy and respond in writing to discussion prompt (what did you feel, reminds you of)    5. Students respond independently to question prompts aligned with the text and discuss in groups    6. Whole class discussion of text   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/24 | * Due in class: Vocabulary Definitions and Sentences  1. Book Talk: Introduce Jumpstart the World by Catherine Ryan Hyde 2. Quick Write: Write about a time when you felt “alienated” or out of place. Turn in at the end of class. 3. Vocabulary Quiz   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 4**   |  |  | | --- | --- | | 10/27 | Weekly Objective: *Basic Organization of a Narrative*   1. Author Biography: Maxine Hong Kingston    1. Power Point    2. Visit Maxine Hong’s facebook page 2. (Hand-Out) Vocabulary Word List   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/28 | 1. *Woman Warrior* by Maxine Hong Kingston (Ch. 1 “No Name Woman”) 2. Small Group Reading: Jigsaw    1. Students respond to text independently (assigned sections)    2. Small Group Discussion    3. Whole class discussion   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/29 | 1. Silent Reading and (Review) 2. Opinion: Written Response ( 1 paragraph)    1. Was Hong’s family right to treat her aunt the way that they did?    2. Share in small groups and discuss 3. Students contribute questions to ask Ms. Kingston for tomorrow   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/30 | 1. Video Chat with Maxine Hong Kingston!!!    1. Journal about this experience   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/31 | * Due in class: Vocabulary Definitions and Sentences  1. Book Talk: Introduce Whale Talk by Chris Crutcher 2. Silent Reading: Current outside reading or selected text of their choice. 3. Students will read silently from a text of their choice. They may try new locations in the room or even lie down on the floor to find a comfortable, quite place for intentional reading. (Bomer, p. 52 – 56) 4. Vocabulary Quiz   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* |   **Week 5**   |  |  | | --- | --- | | 11/03 | Weekly Objective: *Alternate forms of Narrative Literature*   1. Power Point Presentation: Gene Luen Yang 2. Interview with Gene Luen Yang (Video) 3. Introduction to Graphic Novels and Art (Historical Relevance and Digital Art examples) 4. Students create a comic strip of a significant event that occurred recently in their lives.   *R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.* | | 11/04 | 1. Essential Question response (free-write):   “Can a person change their identity (i.e. not just their name, clothing, and location, but who they are inside?)   1. Book Talk: *American Born Chinese* by Gene Luen Yang 2. Instructions for reading and response of the text 3. Timed Partnership Reading 4. Homework: Finish reading remainder of the section and write summery + journal response (MLA format)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 11/05 | 1. Feather Circles: Respond to Discussion Prompts related to Section 1. (Mason) 2. Timed Independent Reading 3. Homework: Finish reading remainder of the section and write summery + journal response (MLA format)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 11/06 | 1. Feather Circles: Respond to Discussion Prompts related to Section 2. 2. Timed Partnership Reading: Complete Q&A Relationship form and turn in at the end of class. 3. Homework: Write summery + journal response (MLA format)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 11/07 | * Due in class: Journal Responses (credit/no credit) * No Vocabulary for this week  1. Book Talk: The Fault in Our Stars by John Green 2. Silent Reading: Student Choice (Trying a new place – outside or in the hall/library/lunchroom) (Bomer, p. 52 – 56)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* |   **Week 6**   |  |  | | --- | --- | | 11/10 | Weekly Objective: *Procedures for Writing a Narrative*  Unit Project Workshop:   1. Introduction and Instructions:    1. Discussion of essay and project with examples of finished products displayed on projector as word documents 2. In class verbal activity: Brainstorming    1. Where the Big Wind Blows (April Pameticky, KATECon Presentation)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/11 | 1. Unit Project Workshop: 2. In Class discussion about identifying cultural traits within our writing territories    * Students will refer back to the writing territories that they created in Unit 1.1 in order to consider the following discussion prompts:    * Question: In what ways do your personal writing territories represent your cultural identity as an author?    * Question: What influences may have motivated your choices?      + Examples: Family (heritage), geographic location, age group, friends, academic interests, gender, religion, political views, etc. 3. In Class Writing Activity: (Brainstorming)  * Writing Territories (I will provide examples and instructions via Power Point, and then create my own on a Word document displayed on the projector. (Atwell, p. 4 – 8) * Students will use their previously composed writing territories documents to create a culturally themed writing territories document that is specifically aligned with the writing project for this unit * Hand-out with instructions provided   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/12 | 1. Unit Project Workshop: 2. In Class Writing Activity: (Brainstorming)  * Meditation: Close your eyes, picture a moment (just a moment) when you felt alienated or perhaps made someone else feel this way. Let your mind freely explore this moment:   + 1. Who was there?     2. How old were you?     3. What time of year was it?     4. Was it inside or outside?   b. Timed Free Write: Write for 10 minutes without stopping. Describe everything that you have imagined. If you get stuck, write the same word over and over until you get “unstuck.”  c. Modeled Example of an “in progress” 1st draft narrative essay   1. In Class Writing Activity: (Composing 1st Draft)  * Students will independently begin to compose their first drafts   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/13 | 1. Unit Project Workshop: 2. Lesson on Structure and Organization w/modeled 1nd draft displayed on the projector as a Word document 3. In Class Writing Assignment:  * Students will independently begin revising/completing their 1st drafts   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/14 | 1. Unit Project Workshop: (No Book Talk)  * Due in class: 1st Draft * Conference with me about ideas for project * In class workshop of first draft (assigned groups)   + Praise, Question, Polish (PQP)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 7**   |  |  | | --- | --- | | 11/17 | Weekly Objective: *Procedures for Writing a Narrative*   1. Unit Project Workshop:  * Due in class: 2nd Draft  1. Intro Lesson on Brush Strokes: Vivid writing! (Noden, p. 4 – 12)    * Painting with Participles    * Painting with Absolutes    * Painting with Appositives    * Painting with Adjectives Shifted Out of Order    * Painting with Action Verbs 2. In Class Writing Assignment:  * Students will independently work on adding vivid language to their drafts.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/18 | 1. Unit Project Workshop:  * Due in class: 3rd Draft (with vivid language)  1. Lesson on syntax and purposeful punctuation (Noden, p. 125 – 130) 2. In Class Writing Assignment:  * Students will independently begin revising/completing their drafts.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/19 | 1. Mini-Lesson on Creating Tantalizing Titles (Noden, p. 137) 2. Catch Up Day: 3. Students work on anything that is not completed and have the opportunity to conference with me in class with questions or for clarification. 4. Students who have conference with me and shown that their final drafts are ready for the next step may read quietly.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/20 | 1. Unit Plan Workshop:  * Due in class: 4th Draft (Unpolished final draft)  1. In Class Workshop:  * Students who are ready to “present” will trade with at least 2 other people for peer editing (Praise, Question, Polish)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/21 | 1. Unit Project Workshop: (No Book Talk)   a. Mini-Lesson:   * + Creative Interpretative Art Examples: Includes videos and Images  1. In class time to work on projects  * Students who need to return to the library for a brief period of time to finish and print their final narrative drafts may do so during this time.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 8**   |  |  | | --- | --- | | 11/24 | Weekly Objective: *Procedures for Writing a Narrative*   1. Library Day  * Due in Class: “Final Drafts” * Students will make corrections and type/print their polished, final essay drafts.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/25 | 1. Gallery Walks!  * Due in class: Final, typed Narrative Essay & Projects * Snacks Provided * Students have the opportunity to share their finished products to their peers!   L 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening. | | 11/26 | No School/Holiday | | 11/27 | No School/Holiday | | 11/28 | No School/Holiday | |